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ABSTRACT

Noting that the need for after-school child care will vary considerably by community, this tool kit has been developed to encourage local collaborations of community members to examine the needs and programs for school-age care, with this term including child care before school and during the summer, in their community. The guide provides a step-by-step plan to measure the need for after-school care and the existing programs in a community. The guide is organized in five areas: (1) creating local collaborations, describing why collaborations are important, suggesting potential partners, and suggesting ways to create and maintain successful collaborations; (2) measuring need, describing how to identify key questions, design a parent survey, create a distribution plan, and develop ways to obtain a good survey response rate; (3) measuring community programs, providing suggestions for identifying possible information sources and for gathering information; (4) understanding and summarizing results, providing suggestions for structuring a report that identifies community after-school care needs; and (5) developing action strategies, discussing "fill-the-gap" and outreach strategies. Throughout the guide are boxes highlighting samples of items from the appended instruments and suggestions for making the needs assessment easier. The guide's appendices include sample materials, a list of parks and recreation programs for children, and a list of Boys and Girls Clubs in Arizona. (KB)

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School–Age Care Tool Kit

A Guide for Measuring the Needs in Your Community

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This Tool Kit is, in part, based on the School-Age Child Care Community Assessment and Development Project manual, developed in 1992 by David Riley at the University of Wisconsin-Madison/Extension. For a copy of their report call 608-262-6766.

The School-Age Care Tool Kit was produced by Children's Action Alliance of Phoenix, Arizona. Children's Action Alliance (CAA) is a non-profit, non-partisan research, education and advocacy organization. Through research, publications, media campaigns and advocacy, CAA works to promote the well-being of all of Arizona's children and families. For more information or to order additional copies of the tool kit, contact CAA at:

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Introduction

More and more we hear about the importance of children and youth having productive and safe ways to spend their time before and after school. National and state-level research tell us that there is a growing number of children who need after-school activities, but that too many don't have access to after-school programs and go home alone.

According to the U.S. Bureau of the Census, nationally 18 percent of children ages 5-14 spent some time in self-care on a regular basis in 1995. Here in Arizona, there are about 724,000 children ages 5-14; about 49 percent of them have working parents. About 67,800 school-age children are cared for after school by licensed child care centers or certified child care homes, and about 44,800 participate in school-affiliated 21st Century Community Learning Programs.

While this national and state information is helpful, it does not tell us the extent of the need or supply of after-school care — the care of children before school starts in the morning, after school ends in the afternoon, and during the summer — in any local community. We know that local communities vary greatly — some have many programs while others have few. To truly get a sense of the need for after-school programs in Arizona, we need to examine the issues at a local level.

This School-Age Care Tool Kit has been developed to inspire local collaborations of community members to examine the needs and programs for school-age care in their community. In addition, we hope that collaborations will work at the local and state level to help ensure that solutions are pursued and implemented to fill the gap between what's needed for after-school care and what is currently available.

What is School-Age Care?

The term "School-Age Care" refers to the care options available to children in kindergarten through middle school before school starts in the morning, after school ends in the afternoon, and during the summer. For the purposes of this kit, the terms "school-age care" and "after-school care" are used interchangeably.

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How to Use This Guide

The School-Age Care Tool Kit will provide you with a step-by-step plan to measure the need for after-school care and the existing programs in your community.

The Tool Kit is meant to guide you from project conception to report completion, but is not meant to be a recipe. Every community is unique; every project is different. This guide offers suggestions on how to proceed, but only you and your collaborators will know what will work best in your own community. We encourage you to be creative and flexible.

Who is this guide for?

You!

Whether you are a child care provider, a school principal, a parent, or public official you can use this guide. If you have an interest in understanding the need for after-school care and the current after-school programs in your community, this guide is for you.

You don't have to be a researcher to use this guide. By using the suggestions here and asking for help when necessary, you and your collaborators should be able to collect information that describes the challenges in your community and inspires conversation about action strategies.

"Tools You Can Use" and "Good Ideas"

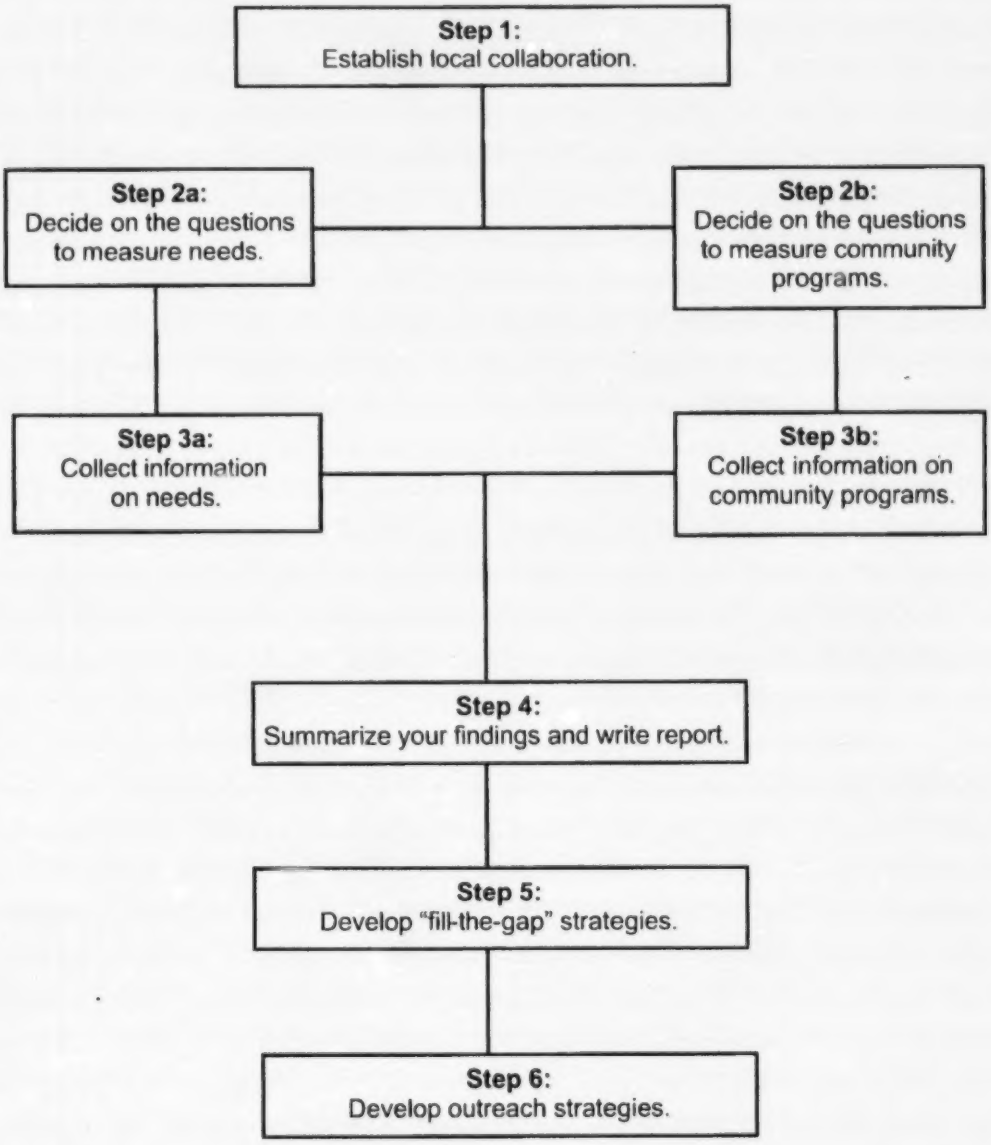
Throughout this guide you will see two kinds of highlighted boxes. The "Tools You Can Use" box highlights samples of items located in the appendices of this guide. The "Good Ideas" box provides suggestions that may make your project easier.

6 Smart Steps

Using the Tool Kit, you will be able to develop a local collaboration to measure needs and after-school programs in your community. Here is a step-by-step overview of how you can proceed.

- **Step 1**: Form your local collaboration.
- **Step 2a**: Identify the questions you want to ask parents (and others) about the need for after-school care.
- **Step 2b**: Identify the questions that will help you better understand the after-school programs in your community.
- **Step 3a**: Identify the geographic location you are most interested in. Write your needs survey and decide how you will collect your data.
- **Step 3b**: Identify the organizations you want to contact and decide how to best collect information on after-school programs.
- **Step 4**: Summarize what you found regarding needs and programs in your community and write a report.
- **Step 5**: Create an action plan that outlines ways to "fill-the-gap" between needs and available programs.
- **Step 6**: Develop outreach strategies.

6 Smart Steps



Creating Local Collaborations

You may be thinking to yourself: Oh no! Not another collaboration!

We've all participated in those time-wasting, never-ending collaborations. However, a collaboration that has a clear mission and commitment from all participants can strengthen a project, make the work easier, and ensure that the key players in your community are engaged in understanding the problem and finding solutions.

This section of the Tool Kit describes why collaborations are important, provides some suggestions of the kinds of people to collaborate with, and suggests tips for creating and maintaining a successful collaboration.

Why Collaborate?

When measuring after-school needs and programs, collaborations are important for several reasons.

? **Nobody knows everything.** Try as we might, none of us knows everything about our local community. Working in collaboration with others helps to make sure that the experiences and knowledge of many people are brought to bear on this important issue.

? **You can't do all the work yourself.** A comprehensive project is a lot of work. By working with others to design and implement the project, we can make sure to spread the workload around. Projects are more likely to get done with a group of folks making sure that it is their responsibility — to themselves and others in the collaboration — to complete assigned tasks.

? **Children need many champions.** By engaging others in collaboration you are helping to build a common understanding of the problem and to generate ideas for possible solutions to after-school needs. If someone has not been engaged in a learning process, it can be more difficult to work with them to create community-based solutions. After your collaborators have labored together to finish this project, all will have an increased understanding of and commitment to after-school issues.

Who Should Participate in Your Local Collaboration?

The answer is: it depends.

Every community is different. Therefore, collaborations representing key players in your community are going to be different.

In putting together your after-school collaboration, think about looking for the kinds of partners who:

? know the community well;
? provide after-school services or referrals to services;
? know the needs of youth and parents;
? understand what resources can be used to address these problems; and
? come from a variety of backgrounds or represent a variety of groups.

Most importantly, as you are forming the collaboration, keep some space open for additions to the group. As you begin to talk with people about the after-school needs and programs, collaborators may suggest people you haven't considered.

Here are some ideas for potential participants in your collaboration.

? **After-School Care Providers** — These folks often have a good sense of what parents are looking for in an after-school program and what resources currently exist in the local community.

? **School Representatives** — To measure the need for after-school programming in your community, you will definitely want local school officials to participate. Principals, vice-principals, superintendents, and community education division staff often have a good sense of the kinds of activities available for youth after school. Schools are frequently the first place parents turn for information on after-school services. In addition, schools will be instrumental in distributing your survey on after-school needs.

? **Librarians** — Youth looking for something to do after school often show up at libraries. In addition, some libraries now offer structured after-school activities.

? **Parks and Recreation Departments** — City and county parks and recreation departments often provide a variety of programs in the after-school hours.

? **Parents** — Having parents participate in your collaboration will help you hear the important voices of "after-school service consumers."

? **Resource and Referral Contacts** — Each community is covered by the Arizona Child Care Resource and Referral system. These folks can often be a great source of data on the kinds of programs available in communities.

? **Police or Fire Departments** — These officials are often the first line of defense for children who go home alone after school and may have an understanding where the most need is.

? **Universities, Extension Office, or Professional Researchers** — These folks can be a great resource in developing and implementing your research project, providing feedback on data collection tools, and summarizing findings.

? **Business Leaders** — Business owners have a direct stake in making sure that children are well cared for after school because this impacts the productivity of their workers, who are also parents. In addition, business owners are often influential voices in the community and can help to rally support for possible solutions.

? **Mayor, City Council Members, or County Supervisors** — Having a public official, or someone from their office, participate in your collaboration will help to raise awareness of this issue and ensure that key decision makers are participating in the process.

Tips For a Successful Collaboration

? **Think About the Ideal Size.** Don't make the group so large that it is unwieldy; don't make the group so small that it is only the "insiders."

? **Give Everyone a Task.** Giving each person a task will help build commitment to and success of the effort. Without real work to do, some people may feel they have only a "token" participation and, ultimately, will have little commitment to the effort.

? **Break into Subcommittees.** You should also consider breaking the collaboration into subcommittees — one to work on "needs" and one to work on "community resources." Your collaboration should consider whether it makes the most sense to work on these tasks at the same time or work on collecting information on needs before collecting information on community resources.

? **Be Flexible** — Working in collaboration means being open to everyone's ideas. Be respectful; make sure everyone gets a chance to have input in the process and product.

Tools You Can Use!

Appendix A on page 17 contains a sample letter that can be used to invite potential collaborators to participate in the after-school project.

Measuring Need

To measure local need for after-school care, go directly to the source: parents!

In this section of the Tool Kit, we describe how to identify key questions, design a parent survey, create a distribution plan, and develop ways to obtain a good response rate to your survey.

Identify Key Questions

To create a useful survey you must first identify the kinds of issues you want to know more about. This is a good task for your collaboration. Determining what you want to know will help to shape data collection efforts.

Some key questions could include:

- ? Where do youth go after school?
- ? How do they get there?
- ? What kinds of activities do youth engage in after school?
- ? What kinds of activities would young people like to be doing after school?
- ? What kinds of activities would parents like their children to be involved in after school?
- ? How many kids go home after school alone? How often and how long are they home alone after school?
- ? What hours do parents need school-age care?
- ? How much would parents be willing or able to pay for after-school programs?
- ? Where should after-school programs be located in order to accommodate needs of parents and youth?

A Good Idea!

Brainstorm with your collaborators about key survey questions.

Based on the questions that you and your collaboration members come up with, you will be ready to design the parent survey.

A Good Idea!

There may be other people you want to interview about the need for after-school care in your community. For example it may be helpful to interview police officers, librarians, local merchants, or youth themselves to gather various perspectives on how substantial the problem is and what kinds of programs might be helpful. Just as you did with parents, brainstorm with collaborators about the kinds of questions you want to ask each kind of person and how you will gather that information. *Appendix B* on page 18 gives examples of questions you could ask.

Designing surveys can be tricky: If you don't ask the questions the right way, you may not get the information you are looking for. Here are some tips for creating your survey.

? **Don't make it too long.** Today, everybody is busy. A survey that is very long will go unanswered.
? **Let them know how the information will be used.** In a short paragraph, explain what this collaboration hopes to do with the information provided by survey respondents.
? **Make sure the instructions are clear.** Include whether the survey should be filled out for all of the children in a family or just one, how to return a completed survey, when the survey is due back, and who to call with additional questions or comments.
? **Make the questions easy to answer.** Respondents find "yes/no" and "check-the-box" questions the easiest to answer. These kinds of questions also require less deciphering by you and the collaboration.
? **Pay attention to language.** In our multi-cultural society, not all parents speak English proficiently. In collaboration with school officials, identify the different languages you may need to use.

Tools You Can Use!
Appendix C, starting on page 19, contains two sample parent surveys developed by groups in Wisconsin and Idaho.

Identify Target Audience and How You will Reach Them

There are many different ways to reach parents. One of the best ways is to work with local schools to distribute the parent survey.

Before moving ahead, think about two critical issues.

? **Geographic Location** — Consider the particular geographic location(s) you are most interested in. Do you want to try to collect results from all parents across your city (this could be thousands of parents!)? Do you want to focus on a few neighborhoods?

Once you have identified the specific geographic location you are interested in, work with the school representatives on your collaboration to determine which schools are in those particular geographic areas.

A Good Idea!

Talk with PTA/PTO representatives about the survey and ask for suggestions of ways to reach parents.

? **Distribution Plan** — In working with the school representatives on your collaboration, identify the best ways to distribute the surveys to parents. Many schools have a "folder" or "packet" that is sent home to parents every week. Find out if a survey can be sent home in these packets.

Tools You Can Use!
Appendix D on page 27 contains sample letters to teachers and parents telling them about the survey.

Getting a Good Response

After all the work of figuring out what questions to ask and how to reach parents to participate in the survey, it could all be for naught if no one fills the surveys out!

Encourage the collaboration to think of ways to increase participation. To get you started, here are some ideas.

- Put the survey on colorful paper.
- Send home a reminder notice.
- Enlist the help of classroom teachers.
- Place reminders in school newsletters.
- Provide an incentive — every time a student returns their parent survey, they get a treat.

Getting a lot of parents to participate in the survey, even those who are completely satisfied with their current arrangements, is critical to ensuring that your results are valid and truly represent the concerns and perspectives of all parents. Be creative in thinking about ways to increase participation by parents.

How One Community Got a High Response Rate!

In Wisconsin, the Oconto School District and Oconto County University Extension worked together to measure the need for after-school care. By using a variety of means to increase participation, 476 out of 497 parents (96 percent) returned their survey. Here is how they did it.

1. The collaboration joined forces with an established committee of parents and teachers that had been meeting and talking about ways to improve education.
2. The collaboration met with the elementary school principal, secured his commitment to the project, and kept him informed of project decisions.
3. They distributed the surveys through teachers — providing teachers with very clear instructions on how to distribute and collect surveys.
4. The collaboration placed reminders in the school newsletter.
5. The collaboration encouraged the teachers to use incentives and provided them with a small amount of funds to do so. Some teachers offered treats or extra recess time when children made sure that their parents filled out the survey and returned it.

Collecting and Storing Your Data

As you begin to receive completed surveys, remember to:

- **Keep Track of Surveys Sent Out and Sent In.** In order to judge your response rate you'll want to be sure to keep careful track of how many surveys you distributed and how many were returned. This will help you pinpoint areas where you need to do some follow-up work. For example, if two schools agreed to send out flyers, and you have received 80 percent back from one school and only 10 percent back from the second school, your collaboration may want to consider identifying ways to boost participation at the second school.
- **Develop a Database.** The collaboration should decide what you will do with all the surveys that are returned. Will you set up a database to enter all the answers? Will you have a computer program (for example, a spreadsheet program like Excel or QuatroPro) help you to summarize the results? Will you tabulate survey results by hand?

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Measuring Community Programs

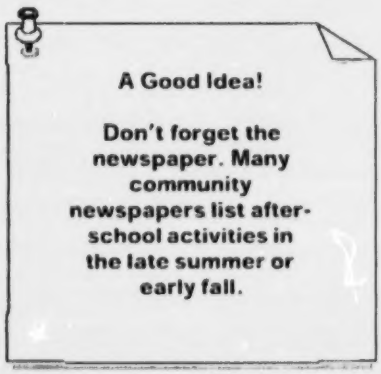
Measuring your community's resources for school-age care can be difficult because youth spend their after-school hours in many different ways. However, measuring your local resources is very important to understanding the state of after-school services in your community. By documenting what programs and services are offered, you can better identify the strategies that can meet the needs identified in the parent survey.

For example, your parent survey may indicate a high need for after-school programs for children in middle school. When you document community resources you may find several programs serving middle school age children, but with very few children currently enrolled. This comparison helps you understand the problem is not a lack of services, but transportation, information, or perhaps some other barrier.

We recommend that you take several steps to document your community's after-school programs. You can begin by identifying the most likely sources of information, contacting those organizations, and collecting information on their after-school activities.

Identify Possible Sources of Information

Children and youth participate in a variety of activities after school. Your collaboration's first step should be to develop a list of organizations that may have information on after-school activities in your community. Here are some sources you should consult.


A Good Idea!
Don't forget the newspaper. Many community newspapers list after-school activities in the late summer or early fall.

? **Parent Survey** — As we have noted before, be sure to ask parents about where their children go after school as part of your parent survey. This will be a great source of information and give you ideas of places to call.

? **Child Care Resource & Referral** — Child Care Resource & Referral (CCR&R) is a coalition of community organizations providing assistance to families seeking public and private child care, including care for school-age children. Child & Family Resources, Inc. in Tucson operates the programs in southern Arizona, while the Association for Supportive Child Care in Phoenix operates the programs in central and northern Arizona. Many providers are required to register with the CCR&R databases and other programs may be voluntarily listed with CCR&R. CCR&R should be able to provide you with contact names and information about some of the programs offering after-school services for children in specific geographic areas. You can reach Child Care Resource and Referral (CCR&R) statewide at 1-800-308-9000.

? **Schools** — School personnel are often a great source of information on after-school opportunities. Indeed, many parents report that the school is the first place they turn when seeking information about after-school programs. Many schools have lists of programs in their neighborhood. Some schools operate their own programs or offer their space to other organizations to run after-school programs. For a list of schools in your area, check the telephone book or the Arizona Department of Education web site at www.ade.state.az.us. Arizona has received

federal funding for sixty-one 21st Century Community Learning Centers, many of which take place in partnership with local schools. A listing of these programs can be found in *Appendix E*, beginning on page 29.

? **Parks and Recreation Departments** — Many parents use city and county parks and recreation programs to provide children with constructive activities in the after-school hours. These programs are important community resources and run the gamut from drop-in play time to organized activities operated in neighborhood parks, schools, and community centers. See *Appendix F*, beginning on page 34, for a partial listing of Parks and Recreation Department programs.

? **Boys and Girls Clubs** — Arizona's 48 Boys and Girls Club sites provide a variety of after-school programming to children across the state. Check the telephone book for your local Boys & Girls club. See *Appendix G*, beginning on page 42, for a listing of Arizona Boys and Girls clubs.

? **YMCA/YWCA** — Many YMCA/YWCA programs offer after-school programs. Some of these programs, because they are licensed, will be listed with CCR&R. However, other programs the YMCA/YWCA might offer, including recreation programs or drop-in programs, may not be listed with CCR&R.

? **Others** — There are many other kinds of organizations that may offer after-school activities, including cooperative extension programs, libraries, and faith-based programs. Be sure to get advice from parents, youth, collaboration members, and after-school care providers about the kinds of places children go after school in your community.

Gather Information on After-School Programs

Your next step will be to gather information from the organizations on your list. This is best done as a joint effort, so divide your list of sources among collaboration members. After your list has been divided, discuss the kinds of information you'd like to obtain from these organizations. As each source is different, you may be asking them for different information. Here are some ideas of what you should find out:

? the number of school-age children accepted by the program;
? location;
? waiting lists and availability;
? the hours that the program is available and schedule;
? the kinds of activities children engage in;
? number and training of staff;
? fees;
? available transportation; and,
? program accreditation — including the National School-Age Care Alliance accreditation.

After the collaboration members have decided who will collect what information and the kinds of questions they will ask, it is time to hit the telephones! You may want to develop a standard information form that collaboration members can use when they call

Tools You Can Use!

Appendix H on page 45 contains sample interview questions that you can use with a variety of community members to document after-school programs.

organizations that offer after-school programs. This will help keep track of your callers' notes from these conversations and make sure that the questions are being asked in a consistent way.

Understanding and Summarizing Your Results

After you and the members of your collaboration have collected a lot of information on needs and programs in your community, spend time reviewing the results. Review the information collected on your community's needs for after-school care. Review the information collected on available community programs. Now compare these two and brainstorm together about what the information means. This is an important step to make sure everyone understands and can effectively communicate the results with others.

Writing Your Report

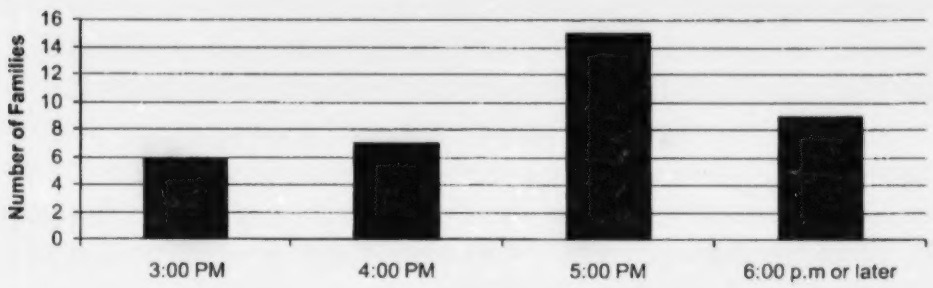
This section of the Tool Kit provides some ideas on ways to structure your report. A piece of advice that you can use in all of the sections: Don't forget the charts! Some readers find it easier to read charts and graphs than text. Using charts is a good way to highlight your main points and keep your readers interested.

1. **Introduction**
   In this first section, identify the members of your collaboration and describe the process you went through to undertake this project. You may also want to briefly describe the kinds of questions or issues your report covers.

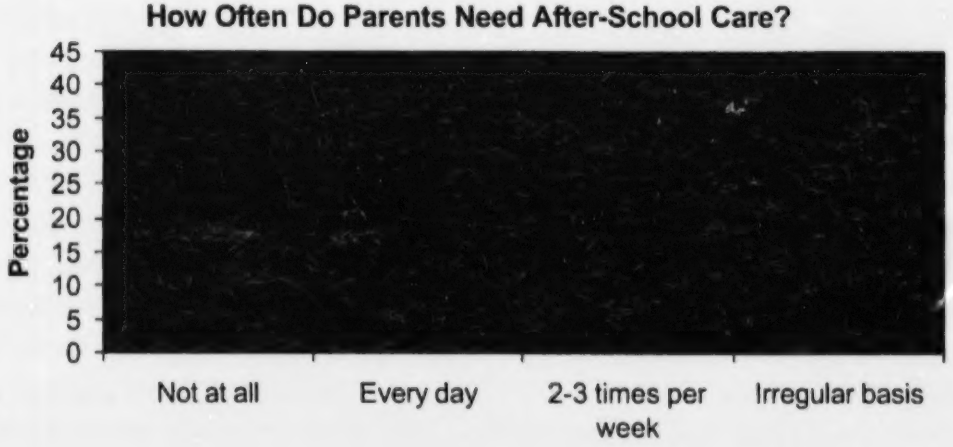
2. **The Section Describing Needs**
   In this section, summarize the information you gathered from parents on the need for after-school care. First tell readers how many parents responded to the survey and what percentage of all parents you asked to fill out a survey actually responded. (This is known as a "response rate.") This helps readers feel confident in your results and recommendations. For example, if you sent the survey to 100 parents, but only received a response from 25 (a 25 percent response rate), a reader might be less confident that the results from those 25 parents really represents the view of all 100 than if you had received, say, 75 responses (for a 75 percent response rate).

   Next, summarize the findings from each question asked. For example, if you asked parents if they need after-school care for their children, you'll want to have a section that reports those results as well as tells readers if all parents felt the same way, if parents with children of particular ages felt a certain way, etc.

   On the following page are examples of two charts you might produce in the "needs" section of your report.



This chart tells you that six families said they need after-school care until 3 p.m., seven families need after-school care until 4 p.m., and 15 families need care until 5 p.m.



This chart tells you that 20 percent of families would not use after-school care, 30 percent would use it every day, and 40 percent would use it 23 times per week.

3. **The Section Describing Community Programs**
   Next, describe the results from your efforts to document after-school programs in your community. Depending on the information you have collected, one way to display the information is to describe categories of community resources. For example, you might categorize programs as those that are in or near schools and those that require travel; you might describe programs that are offered every day after school and those that are offered only periodically, etc. Thinking about categories of after-school programs will help the reader get a picture of what is available.

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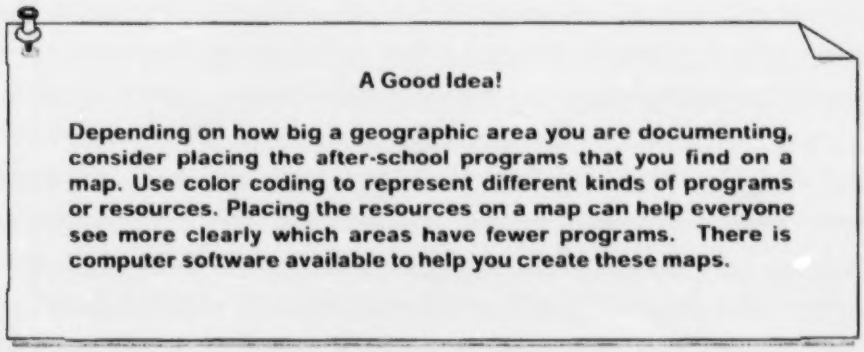
4. **The Section Comparing Needs and Community Programs**
After you have summarized the findings from your parent-needs survey and documented available programs, compare these results. While you may not be able to perfectly measure the gap between needs and community resources, this information will provide you with important benchmarks and highlight areas of possible concern.

For example, you may find that most parents looking for after-school care are seeking care for their children between 4:00 and 6:00 p.m. At the same time, your documentation of community resources may find that only a handful of organizations offer programs during these hours. Comparing the needs and community resources in this way will help your readers understand the key findings of your report.



A Good Idea!

Depending on how big a geographic area you are documenting, consider placing the after-school programs that you find on a map. Use color coding to represent different kinds of programs or resources. Placing the resources on a map can help everyone see more clearly which areas have fewer programs. There is computer software available to help you create these maps.

Developing Action Strategies

The final phase of the project is to work with members of your collaboration to develop action strategies.

Depending on the results from your measurement of needs and your identification of existing programs, the action strategies could take many forms. However, there are two major categories of action that you should discuss: "fill-the-gap" and outreach strategies.

Fill-the-Gap Strategies

Undoubtedly, you will identify after-school needs that are not currently being met in your community. Use your report and your collaboration to identify and describe ways to address those needs.

Return to the section of your report where you compare needs and community resources. What are the key findings here? For each key finding, have members of the collaboration brainstorm ways to address these shortcomings. You may find the best way to go about this is to develop short-term and long-term strategies.

For example, your report may identify that parents are concerned about sending their elementary school children home alone after school. In addition, you may find that all of the after-school programs immediately surrounding the elementary school are full. One short-term solution would be to distribute information to parents on how to help kids be safe when they are home alone. A more long-term solution would be to encourage the school, a nearby child care provider, park district or other neighborhood entity to start a program soon.

In another example, your report may highlight that parents know about after-school programs but cannot afford to enroll their children. A "fill-the-gap" strategy to address this problem might be to identify or develop sources of financial support that help parents pay for school-age care or help provide financial support for programs so they can reduce their fees.

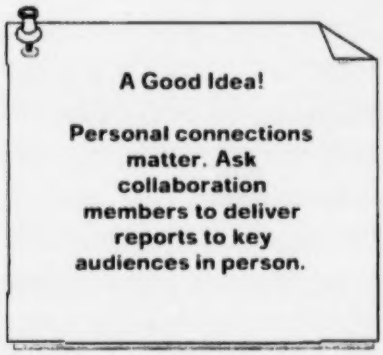
Outreach Strategies

As a collaboration, brainstorm a list of people who should receive a copy of your report as well as your recommended "fill-the-gap" strategies.

Some examples include:

- public officials;
- community leaders;
- business representatives;
- after-school care providers; and,
- the media.

For everybody on your distribution list, be sure to think of the best way to deliver the report. For example, your collaboration may decide that it will



distribute copies of the report to after-school care providers by sending them in the mail, but members of the collaboration might choose to meet with key public officials to deliver the report in person.

Conclusion

You will probably come up with many different challenges as a result of your project. The action strategies that are necessary to address these concerns can be overwhelming. Start small. Identify a couple of items that are do-able or the most-pressing and work toward remedying the situation. After these are complete, start on a few more. Before you know it, you will have gone a long way to addressing these community concerns. Also, once you've completed your work, remember to celebrate how much you have accomplished on behalf of children and families in your community.

Additional Resources:

Want to know more about the issue of after-school care? Check out these resources.

? *Hours of Risk or Opportunity? The State of School-Age Care in Arizona*, Children's Action Alliance. Call 602-266-0707 for a copy.

? *Challenges and Opportunities in After-School Programs: Lessons for Policymakers and Funders.* Public Private Ventures and Manpower Demonstration Research Corporation. Call 215-557-4400 for a copy.

? *The Future of Children: When School is Out.* Packard Foundation. A copy can be found on-line at www.futureofchildren.org.

? *Working for Children and Families: Safe and Smart After-School Programs.* U.S. Department of Education and U.S. Department of Justice. A copy can be found on-line at www.ed.gov/pubs/parents/SafeSmart.

Appendix A: Sample Collaboration Invitation Letter

Dear [Invitee]:

Over the past few years, national, state and local news media have put an increasing focus on the problem of children and youth having little supervision or activities during non-school hours. These reports describe parents struggling to find accessible and affordable activities for their children, children being left at home alone, and increases in juvenile crime during the after-school hours. But, to what degree are we facing these issues in our community?

I'd like to invite you to participate in a collaborative project that will measure the need for care for school-age children in our community as well as document the community programs already available for school-age children.

You have been invited to participate in this important project because of your dedication to the well being of children and youth. In addition, as a *[police officer, school principal, child care provider]*, you bring a special knowledge and experience essential to understanding this problem and crafting potential solutions.

By participating in this collaboration you and other community leaders will help to take an issue that has been talked about at the national and state-levels and determine the actual need here in *[name of community]*.

The collaboration's first meeting will be held on *[date/time]* at *[location]*.

I will be calling you in the next few days to discuss your participation in the collaboration. In the mean time, please don't hesitate to call me at *[sender's telephone number]* if you have any questions.

I hope you will be willing to join us in improving the lives of children and youth in our community.

Sincerely,

[sender's name/title]

Appendix B: Sample Questions for Community Interviews

These are a sample of the kinds of questions that you might want to ask community representatives or youth. These questions are meant to be a starting point. Be sure to brainstorm with your collaborators about additional, and more specific, questions.

Questions for Community Leaders

1. Do you know where children in your community go after school or on weekends when their parents are at work or school? Where do they go?
2. Do you regularly interact with children who are on their own in the after-school hours or on weekends?
3. Are there many children home alone after school? How old are they?
4. What problems come up for children home alone? What problems come up for the community when children are unsupervised after school?
5. Do you know about parents who are having difficulty finding after-school care? What problems are they having?

Additional Questions for Schools and/or Community-Based Organizations

6. Do you offer programs for children in the after-school or weekend hours?
7. In your experience, what kind of after-school or weekend programs would be the most beneficial for youth in the out-of-school hours?

Additional Questions for Business Representatives

8. Do you know which employees have school-age children?
9. What kinds of out-of-school activities do your employees' children participate in while their parents are at work?
10. Do concerns about what their children are doing in the non-school hours impact productivity of your workforce? If yes, in what way?

Additional Questions for Youth

11. What do you do after-school when your parents are at work or taking classes?
12. What do you do on weekends when your parents work or are taking classes?
13. What kinds of activities would you like to participate in?

Appendix C: Sample Parent Surveys

Oregon Model

SCHOOL NUMBER _____

SURVEY OF SCHOOL-AGE CHILD CARE NEEDS

Please answer each question as it best describes you and your family. There is no "right" answer. All information will be kept COMPLETELY CONFIDENTIAL.

I. CURRENT CHILD CARE.

1. Thinking just of your school-aged children, what grades are they in school this year?

Grades: _____ _____ _____ _____ _____ _____

Please circle the grade of your youngest child who attends school. We will ask questions about this child.

2. What kind of after-school child care do you use for your youngest school-aged child? Please check all the types of care that you use in a normal week.

Child stays:

(1) _____ At home with a parent.

(2) _____ At home with another adult. (Who? _____.)

(3) _____ At home with an older child. (How old is the other child? _____.)

(4) _____ At home alone or with younger brothers/sisters.

(5) _____ At a relative's house.

(6) _____ At a friend's house.

(7) _____ At a parent's workplace. (What kind of work? _____.)

(8) _____ In the home of a paid child care provider (a family day care home, a neighbor's home, etc.)

(9) _____ In a child care program (for example, at a child care center.)

(10) _____ At a meeting, lesson, class, team practice, recreation activity or something like that.

(11) _____ Other (Please describe: _____.)

3. What problems do you have with child care for your youngest school-aged child? (Check all that apply.)

(1) _____ Difficult to coordinate child care with my working hours (or school).
(2) _____ Trying to arrange transportation for my child from school.
(3) _____ The cost is too high, $ _____ per week.
(4) _____ I can't find child care that I like.
(5) _____ I worry about my child while I'm working.
(6) _____ Our problem is before-school care.
(7) _____ My child misses out on activities or time with friends.
(8) _____ Providing care when my child is sick.
(9) _____ It's a problem if I need to change my work hours or work overtime.
(10) _____ No problems experienced.
(11) _____ Comments? _____

4. The lack of good child care keeps me (or my spouse) from working as many hours as we would like.

(1) _____ No, false.
(2) _____ Yes, true.

II. CHILD CARE NEEDS

5. How often would you use supervised child care for your youngest school-aged child, if it were available? (Check one.)

(1) _____ Probably not at all.
(2) _____ Every school day.
(3) _____ Two to three times each week.
(4) _____ On an irregular basis.

6. If you used child care after school, what would be the latest time you would normally need such care? (Check one.)

(1) _____ No need.
(2) _____ 4:00 p.m.
(3) _____ 4:30 p.m.
(4) _____ 5:00 p.m.
(5) _____ 5:30 p.m.
(6) _____ 6:00 p.m. or later.

7. What is the earliest time you would need before-school child care?

(1) _____ No need.
(2) _____ 6 a.m. or earlier.
(3) _____ 6:30 a.m.
(4) _____ 7:00 a.m.
(5) _____ 7:30 a.m.

Would you be willing to spend up to $2 per hour for. . .

8. An AFTER-school program?

(1) _____ No.
(2) _____ Yes.

9. A BEFORE-school program?

(1) _____ No.
(2) _____ Yes.

III. EDUCATIONAL NEEDS.

Please answer – Yes or No — whether each of the following questions is true or not.
My youngest school-aged child needs to know more about:

10. _____ No _____ Yes How to deal with strangers at the door or on the phone.
11. _____ No _____ Yes What to do if there is a fire in the house.
12. _____ No _____ Yes Preparing food safely when alone.
13. _____ No _____ Yes Applying first aid.
14. _____ No _____ Yes Dealing with boredom or loneliness when alone.
15. _____ No _____ Yes Dealing with fear when alone.

16. If you were to receive information on the topics listed above, how would your family like to receive it? Please check **the most preferred ways** below: (Check one or more.)

(1) _____ A series of evening classes you would attend with your child(ren).
(2) _____ A Saturday workshop you attend with your child(ren).
(3) _____ A series of classes for your child, taught at school.
(4) _____ Written information you could use with your child.
(5) _____ Videotape program you could check out.
(6) _____ Other, please explain: _____

While age is not the only consideration for parents when leaving a child alone, **what age do you think most children can stay by themselves. . .**

17. . . . every day AFTER school? (Circle the age below.)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

18. . . . every day BEFORE school? (Circle the age below.)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

IV. FAMILY INFORMATION

19. Living in our household during the week are: (Check one.)

(1) _____ 1 parent
(2) _____ 1 parent and 1 or more other adults (grandparent, friend, etc.)
(3) _____ 2 parents (or stepparents)
(4) _____ 2 parents and 1 or more other adults.

20. How many adults in your household are currently employed at least 10 hours per week? (Check one.)

(1) _____ No adults
(2) _____ One adult
(3) _____ Two adults
(4) _____ Three or more adults

21. We live: (Check one.)

(1) _____ In town
(2) _____ Out of town, non-farm
(3) _____ Out of town, on a farm

THANK YOU! PLEASE HAVE YOUR CHILD RETURN THIS TO THE TEACHER.

Needs Assessment for School-Aged Child Care Program

A survey to determine your community needs for a school-age child care program.
Social Survey Research Unit
University of Idaho
College of Agriculture

Q-1. Please indicate your current arrangements for care of your elementary school children before and after school. (Please circle the number of your response in each column.)

	Before School	After School
Parent is home	1	1
Older child is home	2	2
Relative is home	3	3
Friend/ neighbor's home	4	4
Paid sitter comes to home	5	5
Child(ren) goes to day care center	6	6
Child(ren) cares for self	7	7
Other, describe	8	8

Q-2. How satisfied are you and your children with these arrangements? (Circle the number of your response.)

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Parents (you)	1	2	3	4
Children	1	2	3	4

Q-3. If an organized, supervised school age child care program was started in your community how often might you use it? (Circle the number of your response.)

	Frequently	Occasionally	Never
On weekdays	1	2	3
On weekends	1	2	3
During school in-service and parent/teacher days	1	2	3
During school holidays	1	2	3
During summer months	1	2	3

Q-4. What hours would you need to have a school program operate? Write in the time your child would arrive at and depart from the site.

	AM	PM
Time of arrival		
Time of departure		

Q-5. Please indicate how important each of the following features would be in deciding whether to use a program before or after school for your children. (Circle the number of your response.)

	Very Important	Somewhat Important	Slightly Important	Not Important
A. Types of activities	1	2	3	4
B. Quality of the program	1	2	3	4
C. Transportation	1	2	3	4
D. Cost of Program	1	2	3	4
E. Other, describe	1	2	3	4

Q-6. Of the items listed above choose the most important factor in whether or not to use such a program. (Write the letter in the box).

Most Important Factor [ ]

Q-7. What is the most you could pay an hour for each child? Check your response.

____ $.50/ hour
____ $.75/ hour
____ $1.00/ hour
____ $1.25/ hour
____ $1.75/ hour
____ $2.00/ hour
____ $2.25/ hour
____ $2.50/ hour

Q-8. Below is a list of activities that could be offered in after school programs. (Circle the five activities you would most like to see in your program.)

1. Homework/ tutoring
2. Cooking/ home skills
3. Money management
4. Community service
5. Self development
6. Activity exercise
7. Health/ safety
8. Music
9. Field trips
10. Fun sports
11. Arts/ crafts
12. Free play
13. Science
14. Reading
15. Dance
16. Drama

17. Nature study
18. Environmental awareness
19. Other (specify)

Q-9. Please rate the following as they relate to your child's PRIOR child care arrangement. (Circle the number of your response.)

	Poor	Fair	Good	Excellent
Health/ safety conditions	1	2	3	4
Quality of educational activities	1	2	3	4
Quality of recreational activities	1	2	3	4
Convenience of location	1	2	3	4
Hours of operation	1	2	3	4

Finally, we would like some information about you for statistical purpose.

Q-10. What is your gender? (Circle the number of your response)

1. Female
2. Male

Q-11. What is your age? (Circle the number of your response)

1. Less than 20 years
2. 21--30 years
3. 31—40 years
4. 41—50 years
5. 51—or more years

Q-12. What is the highest level of education of you and your spouse? (Circle the number of your response in each column.)

	Yourself	Spouse
Less than high school graduate	1	1
High school graduate	2	2
Some college or vocational school	3	3
College graduate	4	4
Advanced college degree	5	5

Q-13. What is your household structure? (Circle the number of your response)

1. Single parent
2. Both parents in home
3. Step parent
4. Multiple family home (shared with friend or relative)
5. Other

Q-14. Please indicate how many children you have in each of the following grade levels living in your home.

Number of Children

____ PRE-SCHOOL
____ KINDERGARTEN
____ GRADE 1
____ GRADE 2
____ GRADE 3
____ GRADE 4
____ GRADE 5
____ GRADE 6
____ JUNIOR HIGH SCHOOL
____ HIGH SCHOOL

Q-15. What is your ethnic background? (Circle the number of your response.)

1. American Indian
2. Asian
3. Hispanic
4. African American
5. Caucasian
6. Other (Please Specify.)

Q-16. Please indicate the employment status of those adults living in your home. (Circle the number of your response)

Employment status outside home

	Full-time	Part-time	Not Employed
Female provider	1	2	3
Male provider	1	2	3
Other provider	1	2	3

Q-17. What was your total family income before taxes in 1991? (Circle the number of your response.)

1. Less than $10,000
2. $10,000--$19,999
3. $20,000--$29,000
4. $30,000--$39,000
5. $40,000--$49,000
6. $50,000--$74,999
7. $75,000 or more

Is there anything else you would like to tell us about your school-age child care needs?

Your Comments:

Thank You For Assistance!

Appendix D: Sample Letters to Teachers and Parents

Sample Letter to Teachers

Dear Teachers:

The Oconto School District S.T.O.P. (Students, Teachers and Oconto Parents) Committee is studying the school-age child care needs of parents and K-6 children in our school district.

The parent questionnaire is to be included in the 2nd quarter report cards. Parents are to complete one questionnaire per family and return it to you in a sealed envelope. Parents who have several children are to send back the other envelopes with the words "I have completed the form for my other child in grade ___." This will enable you to check off all who returned the surveys. We hope for a 100 percent return rate, A school in Jefferson County holds the state record with an 80 percent return rate. Let's do better!

Any effort you make to help us collect the surveys is greatly appreciated. You may wish to give your students an incentive. Chapter II funds will provide balloons if you would like to use them. Contact Judy Sowle or Elaine Stamsta for a supply. The questionnaires are due back to you February 1st.

Copies of the questionnaire and parent letter are attached for your reference.

When you have your class questionnaires collected, please band them together, unopened, and attach the completed label (attached to this letter). Drop hem in the mail box of Judy Sowle or Elaine Stamsta. Judy and Elaine will be taking them to the Oconto Extension office for the data analysis.

When the survey results are published, you will receive a copy. Thank you for your cooperation in this effort.

Sincerely,

John Jones
Principal

Jane Doe
Superintendent

Enclosures

Parent Letter

Dear Parents:

The Oconto School District S.T.O.P. (Students, teachers and Oconto Parents) Committee needs 10-15 minutes of your time. The S.T.O.P. Committee is studying the school-age child care needs of parents and K-6 children in our district. The enclosed questionnaire will determine:

? Need for school-age child care services;
? Need for a supervised child care program for elementary age children before and/or after school; and
? Educational needs of parents and their children who must be left home alone for any reason.

We're asking **ALL FAMILIES** to complete this survey, even if your are home all day caring for our child(ren) or are satisfied with your current child care arrangements.

Please complete only **ONE QUESTIONNAIRE PER FAMILY** and return it by **FEBRUARY 1ST.** Please seal the form in the enclosed envelope and have your child return it to your child's teacher with their signed report card. All information is completely confidential. The unopened envelopes will be given to the Oconto County Extension Office for the data analysis.

Teachers will be checking off those returned, as we need a 100 percent return rate. I f you have more than one child, fill out the questionnaire for the youngest child. On your other children's envelopes, write "I have completed the form for my other child in grade ____." Thus, teachers will give your other children credit. We cannot use more than one completed questionnaire per family.

Thank you in advance for your prompt attention to this request. General results of this survey will be published.

Sincerely,

John Jones
Principal

Jane Doe
Superintendent

Enclosures

APPENDIX F. PARKS & RECREATION DEPARTMENT PROGRAM SUMMARY TABLE

This table summarizes information provided by city and county parks and recreations programs that responded to a program survey issued by Children's Action Alliance in August 2000.

PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
After School Sports	Apache Junction	Parks & Recreation	School facilities	641 — Ages 9-11	Sept.— May; 2 times/week for 1 hour	$10 for total program; funded by the city
Summer Recreation Program	Avondale	Parks & Recreation	School facilities & community buildings	NA — Ages 6-18	June—July; Monday through Thursday	Varies from free to $60; funder NA
Summer Day Camp	Bisbee	Parks & Recreation	School facilities	180 — Ages 4-14	June 5 to August 5; Monday through Friday; 9 a.m.— 2 p.m.	$20 per 4-week session; funded by the city.
After School Program	Bullhead City	Parks & Recreation	Community buildings	150 — Ages 6 and up	Monday through Friday; 3-6 p.m.	Free; funded by the city
Camp Verde Summer Program	Camp Verde	Parks & Recreation	School facilities	150— Ages Pre-school to 12	June 12 to July 14; Monday through Thursday; 8 a.m. to noon	$45 per child (parents may volunteer in lieu of payment); funded by the city

PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Casa Grande After School Program	Casa Grande	Parks & Recreation; DES; Casa Grande Elementary School District; University of Arizona	School facilities	100 — Ages 5-12	Monday through Friday; 2 to 6 p.m.	$29 per week; funded by the city and state
Girls Basketball Camp	Eager	Parks & Recreation	School facilities	65 — Ages 9-13	June; Monday through Friday; Grades 4-6, 8:30 to 11:30 a.m.; Grades 7-12, 5 to 8 p.m.	$35 (includes T-shirt); funded by the city
"Help! I Need A Vacation" A Performing Arts Day Camp	Eager	Parks & Recreation	School facilities	14 — Ages Pre-school to 12	July 24-28; Monday through Friday; 1.5 hours per day by age group.	$35 for pre-school; $50 for grades K-2; $75 for grades 3-12. Funded by the city.
After School Program	Flagstaff	Parks & Recreation	School facilities	40 — Ages 5-12	Monday through Thursday, 3 to 5:30 p.m.; Friday, 1 to 5:30 p.m.	Free; funded by the city
Barrels of Fun (Drop-in)	Flagstaff	Parks & Recreation	School facilities	21— Ages 6-12	June 5 to August 11; Monday through Friday; 9 a.m. to 4 p.m.	Free; funded by the city

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PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Art and Ideas	Flagstaff	Parks & Recreation	School facilities	30 — Ages 7-12	June 31 to July 4 and August 7-11; Monday through Friday; 9 a.m. to 4 p.m.	$40 total; funded by the city
Biking to the Adventures of a Lifetime	Flagstaff	Parks & Recreation	Outdoors	23 — Ages 10-14	June 4 to August 25; Monday through Friday; 9 a.m. t0 4 p.m.	$45 per week; funded by the city
Rubbin' Elbows with Dinosaurs	Flagstaff	Parks & Recreation	School facilities	30 — Ages 5-13	June 26-30 and July 24-28; Monday through Friday; 9 a.m. to 4 p.m.	$40 per session per child; funded by the city
Kids Investigating and Discovering Science	Flagstaff	Parks & Recreation	School facilities	30 — Ages 6-12	June 19-23, June 26-30, and July 24-28; Monday through Friday, 9 a.m. to 4 p.m.	$40 per session per child; funded by the city
Jam-Packed Fun	Flagstaff	Parks & Recreation	Community center	23— Ages 5-12	June 4 to August 11; Monday through Friday; 9 a.m. to 4 p.m. OR 7:30 a.m. to 5:30 p.m.	$50 per week for 9 a.m. sessions and $65 per week for the 7:30 a.m. session; funded by the city

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PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
From Sea to Shining Sea	Flagstaff	Parks & Recreation	School facilities	30 — Ages 5-12	July 3-7 and July 10-14; Monday through Friday; 9 a.m. to 4 p.m.	$40 per session per child; funded by the city
Summer Clubhouse 2000	Fountain Hills	Parks & Recreation with the Boys and Girls Club	Boys and Girls Club	85 — Ages 6-14	May 31 to July 21; Monday through Friday; 7 a.m. to 6 p.m.	$60 per week + Boys and Girls Club membership fee; funded by the city
Summer Teens	Gilbert	Parks & Recreation	School facilities (gym and outdoor)	35 — Ages 14-18	8 weeks in summer; Monday through Thursday; 2 hours per night	$50 total; funded by the city
Summer Playground	Gilbert	Parks & Recreation	School facilities	3,000 — Ages 5-12	8 weeks starting in June; Monday through Friday; 9 a.m. to noon and 1 p.m. to 4 p.m.	$25 per 2 weeks per session (two sessions each day); funded by the city and DES
T-ball and Softball	Gilbert	Parks & Recreation	School facilities (gym and outdoor)	1,300 — Ages 5-15	6 weeks in spring from April to May	$30 for T-ball; $36 for all others; funded by the city

PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Wrestling Program	Gilbert	Parks & Recreation	School facilities (gym and outdoor)	171 — Ages 10-14	Monday through Thursday; 3 p.m. to 4:30 p.m. & holidays	$25-$28; funded by the city
Teen Scenes	Gilbert	Parks & Recreation with schools	School facilities (gym and outdoor)	40 — Ages 12-18	Monday through Friday; one hour per day after school	Free; funded by the city
Sports Program	Gilbert	Parks & Recreation with schools	School facilities (gym and outdoor)	90 — Ages 12-14	Monday through Thursday; 3 p.m. to 4:30 p.m.	$25 total; funded by the city
Summer Program	Gilbert	Parks & Recreation	School facilities (gym, etc.)	400 — Ages 5-12	Monday through Friday; 6:45 a.m. to 8:30 a.m. and 3 p.m. to 6 p.m.	$15 for a.m., $20 for p.m. and $25 for the whole day; funded by the city
Learn to Skate and Hockey	Glendale	Parks & Recreation	Polar Ice Rink	12 — Ages 3-15	2 hours per week for 8 weeks	$80 total; funded by the city
Music Time and Growing Young Musicians	Glendale	Parks & Recreation	Fire station	10 — Ages 2-4 (for music time), 4-8 (for Growing Young)	8 weeks beginning Sept. 30; one hour on Saturdays; 9 a.m. and 10:10 a.m.	$36 total; funded by the city
Summer Drop-in Recreation Sites	Glendale	Parks & Recreation	School facilities	1,380 — Ages 6-14	June 6 to July 27; Monday through Friday; 9 a.m. to 5 p.m.	Free; funded by the city

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PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Learn Karate!	Glendale	Parks & Recreation	Arizona Shotokan Karate	5 — Ages 5-12	1st session begins Sept. 12, 2nd session on October 17; four hours per week	$37 for ages 5-6, $47 for ages 7-12; funded by the city
Summer Fun Club	Kingman	Parks & Recreation	School facilities	40 — Ages 6-12	June 5-20 and July 10 to Aug. 4; Monday through Friday; 8 a.m. to noon	$65 per four weeks; funded by the city; self-supporting
Spring Break Club	Kingman	Parks & Recreation	Community center	8 — Ages 6-12	March 27-31; Monday through Friday; 8 a.m. to noon	$23 total; funded by the city; self-supporting
The Beagle Club	Kingman	Boys and Girls Club	Boys and Girls Club	120 — Ages 5-12	Monday through Friday; 1:30 to 5:30 p.m. (full school days)	Free; funded by the city and Mojave County Tobacco Use Prevention Program
Summer Arts and Recreation Youth Program	Lakeside	Parks & Recreation	Civic center	17 — Ages 6-12	June 26 to July 28; Monday through Friday; 9:45 a.m. to 2:30 p.m.	$40 per week; funded by the city

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PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Summer Recreation Program	Litchfield Park	Parks & Recreation	Recreation center and school facilities	40 — Ages 6-12	8 weeks starting in June; Monday through Friday; 6 a.m. to 6 p.m.	$85 per week; funded by the city
Ginger Bread	Parker	Parks & Recreation	Public facilities — park, swimming pool and studio	60 — Ages 6-13	Starts first week of June; Monday through Friday; 11 a.m. to 3 p.m.	$30 for 8 weeks; funded by the city
Summer Recreation Center	Payson	Parks & Recreation	School facilities	30 — Ages 9-16	June 12 to July 30; Monday through Friday; 8 a.m. to 4 p.m.	Free (drop-in); funded by the city
Peoria A.M./P.M. Recreation Program	Peoria	Parks & Recreation	School facilities	2,000 — Ages 5-12	Monday through Friday; 6:30 a.m. to 8:10 a.m. / 8:40 a.m. and school release to 6 p.m.	$20 per week for a.m.; $35 for p.m. & $44 for both; funded by the city and DES
P.E.Y.S.	Phoenix	Parks & Recreation and Libraries	School facilities	22,500— Ages 5-14	Monday through Friday; 3 p.m. to 6 p.m.	Free; funded by the city
Pima County	Various	Parks & Recreation	School facilities, community centers, parks	3,488 — Ages 5-14	Monday through Friday; school dismissal to 6 p.m.	NA; funded by the city

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PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Youth Sports Programs	Scotts-dale	Parks & Recreation	School facilities, community centers, parks	1,500 — Ages 6-13	Monday through Friday; after school until 6 p.m.	Free; funded by the city
Kidzone	Tempe	Parks & Recreation	School facilities	2,500 — Ages 5-11	Monday through Friday; after school until 6 p.m.	$39 per week; funded by the city and DES
KidCO/ MidCO	Tucson	Parks & Recreation	School facilities, community centers and parks	3,064 — Ages 5-19	Monday through Friday; after school until 6 p.m.	Free; funded by the city

APPENDIX G. SITE LIST OF BOYS AND GIRLS CLUBS OF ARIZONA

BOYS AND GIRLS CLUBS OF THE CASA GRANDE VALLEY, INC.
798 N. Picacho Ave.
Casa Grande, AZ 85222
520-876-5437
Matt Duran, Executive Director

BOYS AND GIRLS CLUBS OF THE COLORADO RIVER, INC.
2250 Highland Rd.
Bullhead City, AZ 86439
520-763-1411
Dave Heath, Executive Director

1975 Arie Ave.
Laughlin, AZ 89046
702-299-9223
Hannah Green, Unit Director

DAVIS MONTHAN YOUTH CENTER
6000 E. Quijota Blvd.
Davis-Monthan AFB, AZ 85707
520-228-8465
Marilynn Bujanda, Director

THE BOYS & GIRLS CLUB OF THE EAST VALLEY, INC.
Apache Junction Branch
1215 S. Winchester Rd.
Apache Junction, AZ 85217
480-982-6381
Bret Stilson, Unit Director

Compadre Branch and Teen Center
300 E. Chandler Ave.
Chandler, AZ 85225
480-899-8302
Michael Greene, Director

Gila River Branch – Komatka
51st Ave. & Pecos Rd, District 6
Gila River Indian Reservation
Tempe, AZ 85281
520-550-1113
Cecilia Figueroa, Unit Director

Gila River Branch – Sacaton
116 Holly
Sacaton, AZ 85247
520-562-3890
Cecilia Figueroa, Unit Director

Gilbert Branch & US West Teen Center
25 W. Washington
Gilbert, AZ 85234
480-813-2020
Steve Herrada, Unit Director

Grant Woods Branch & Teen Center
221 W. Sixth Ave.
Mesa, AZ 85201
480-844-0963
Robert Howard, Unit Director

Guadalupe Branch
8409 S. Avenida Del Yaqui
Guadalupe, AZ 85283
480-897-6247
Bernie Rhoades, Unit Director

Ladmo Branch – Tempe
715 W. 5th St.
Tempe, AZ 85281
480-966-6656
Michelle Duenas, Unit Director

FORT HUACHUCA YOUTH CENTER
Bldg. 49013 Cushing Ave.
Fort Huachuca, AZ 85623
520-533-3205
Richard Brown, Director

GLENDALE BOYS & GIRLS CLUB, INC.
5850 W. Northview
Glendale, AZ 85311
623-939-6952
Debby Parenti, Executive Director

BOYS & GIRLS CLUB OF KINGMAN, INC.
301 N. First St.
Kingman, AZ 86401
520-718-0033
Dean Koalska, Executive Director

LUKE AIR FORCE BASE YOUTH CENTER
7502 N. 137th Ave.
Luke Air Force Base, AZ 85039
623-856-6820
Sherry McClure, Executive Director

BOYS & GIRLS CLUB OF AHA MACAV, INC.
1603 Plantation Dr.
Mohave Valley, AZ 86440
520-346-2582
Karen Cabanillas, Executive Director

BOYS & GIRLS CLUB OF SANTA CRUZ COUNTY, INC.
590 N. Tyler Ave.
Nogales, AZ 85621
520-287-3733
Judith Borey, Executive Director

BOYS & GIRLS CLUB OF NORTHERN ARIZONA
Boys & Girls Club of Cottonwood
817 N. 2nd St.
Cottonwood, AZ 86326
520-639-3057
Tammy Catalano, Unit Director

Boys & Girls Club of Northern Arizona
2890 Southwest Dr.
Sedona, AZ 86336
520-282-7822
John Lupo, Unit Director

Village of Oak Creek Branch
55 Rojo Dr.
Sedona, AZ 86351
520-284-1350
Melissa Ellison, Branch Director

BOYS & GIRLS CLUBS OF METROPOLITAN PHOENIX
Harry & Sandy Rosenzweig Boys & Girls Club
2242 w. Missouri Ave.
Phoenix, AZ 85015
602-249-1338
Lemuel Carter, Branch Manager

Herbert M Kieckhefer Boys & Girls Club
548 W. Southern Ave.
Phoenix, AZ 85041
602-268-3486
Montrice Lasley-Shabete, Branch Manager

I.G. Homes Boys & Girls Club
1601 W. Sherman St.
Phoenix, AZ 85007
602-254-5814
Joan Salinas, Branch Manager

Louis & Elizabeth Sands Boys & Girls Club
4730 W. Grovers Ave.
Glendale, AZ 85308
602-375-0400
John Culbertson, Branch Manager

Peoria Boys & Girls Club
11820 N. 81st Ave.
Peoria, AZ 85345
623-979-3559
Dean Kinnoin, Branch Manager

Spencer D. and Mary Jane Stewart Boys & Girls Club
6629 W. Clarendon Ave.
Phoenix, AZ 85035
623-848-1022
Bill Shackelford, Branch Manager

Tolleson Boys & Girls Club
9521 W. Washington St.
Tolleson, AZ 85353
623-936-9020
Jef Heredia, Branch Manager

Tri-City West/Thomwood Boys & Girls Club
310 E. Western Ave.
Avondale, AZ 85323
623-932-1154
Charlotte Buchanan, Branch Manager

Warner A. Gabel Boys & Girls Club
1330 N. 15th St.
Phoenix, AZ 85006
602-252-7968
Travis King, Branch Manager

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BOYS & GIRLS CLUB OF CENTRAL YAVAPAI, INC.
8201 E. Loos Dr.
Prescott Valley, AZ 86314
520-759-3205
Vaughn Morris, Executive Director

GILA VALLEY BOYS & GIRLS CLUB, INC.
724 7th Ave.
Safford, AZ 85546
520-348-7922
Allison Stiles, Executive Director

BOYS & GIRLS CLUBS OF SCOTTSDALE
Fountain Hills Branch
17300 Calaveras
Fountain Hills, AZ 85268
480-836-0620
Rich Schultz, Branch Manager

Hartley & Ruth Barker Branch
2311 N. Miller Rd.
Scottsdale, AZ 85257
480-947-6331
Michael Tucker, Unit Director

Red Mountain Branch
11889 E. Glenrosa Dr.
Scottsdale, AZ 85256
480-947-1798
Sheri Randall, Branch Director

Rose Lane Branch
8250 E. Rose Lane
Scottsdale, AZ 85250
480-948-8020
Nicole Cundiff, Unit Director

Virginia G. Piper
10515 E. Lakeview Dr.
Scottsdale, AZ 85258
480-860-1601
Melissa Lerma, Unit Director

BOYS & GIRLS CLUB OF SIERRA VISTA, INC.
128 A S 1st St.
Sierra Vista, AZ 85635
520-515-1511
Valerie Lancaster, Executive Director

BOYS & GIRLS CLUB OF TUCSON
5901 S. Santa Clara
Tucson, AZ 85706
520-573-3533
William Dawson, Sr, Executive Director

Holmes Tuttle Branch
2585 E. 36th St.
Tucson, AZ 85713
520-622-0694
John McDowell, Unit Director

Pasqua Yaqui Indian Reservation
5010 W. Calle Torim
Tucson, AZ 85746
520-883-8172
Lynette Sol, Unit Director

Roy Drachman Branch
5901 S. Santa Clara
Tucson, AZ 85706
520-741-9947
Bill Dawson, Jr., Unit Director

Steve Daru Branch
1375 N. El Rio Dr.
Tucson, AZ 85745
520-792-0331
Adrian Rancier, Unit Director

BOYS & GIRLS CLUB OF YUMA, INC.
Boys & Girls Club of Yuma
1100 S. 13th Ave.
Yuma, AZ 85364
520-782-2509

Somerton Branch
215 N. Carlisle Ave.
Somerton, AZ 85350
520-627-7024
Steve Aguilar, Unit Director

MCAS YUMA YOUTH CENTER
MWR Box 99119
Yuma, AZ 85369
520-341-3659
Cindy May Wyant
Administrator

YUMA PROVING GROUND YOUTH CENTER
STEYP-FS-MWR-CYDS
Yuma, AZ 85365
520-328-2860
Deborah Carll, Youth Service Director

Appendix H: Sample After-School Program Survey

This after-school program survey is meant to provide you and collaboration members with ideas about questions that you might ask program representatives.

Respondent's Name: _____

Name of Program: _____

Program Address: _____

Program Telephone: _____

Type of Organization:

____ Center-based child care
____ Home-based child care
____ Human service agency/youth agency
____ Parks and recreation department
____ School
____ Other: _____

1. How many children does the program serve in the after-school hours? _____
2. Is this the program limit? ____ Yes ____ No
   a. If no, how many more children could you be serving in the after-school hours? _____
3. Do you have a waiting list for your after-school program? ____ Yes ____ No
   a. If yes, how many children are currently on your waiting list? _____
4. What are the hours of your after school program? _____
5. What days of the week does this program meet? _____
6. What months is the program offered? _____
7. Please describe your after-school program:
   a. What kinds of activities do children generally engage in?

_____

_____

_____

_____

_____

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b. Are these activities organized and structured? That is, do all children do the same activities at the same time? ____ Yes ____ No

c. Does the program have an open, play format? ____ Yes ____ No

8. On a typical day, how many staff members does your program have in the after-school hours? _____

   a. What portion of the staff are working directly with the children? _____

9. For the staff who work directly with children, what qualifications do they need to be employed in your program? _____

   _____

   _____

   a. What kind of training do they receive? _____

   _____

   _____

10. How do the children get from school to your after-school program?
    (If multiple, put an approximate percentage in each category. For example, 20% walk, 50% my program provides transportation, etc.)
    ____The children walk
    ____My program provides transportation
    ____The school provides transportation
    ____Parents drop them off
    ____Other: _____

11. How do the children get home after your after-school program?
    (If multiple, put an approximate percentage in each category. For example, 20% walk, 50% my program provides transportation, etc)
    ____The children walk
    ____My program provides transportation
    ____The school provides transportation
    ____Parents pick them up
    ____Other: _____

12. Do you charge a regular fee for participation? ____ Yes ____ No
    a. If you charge a regular fee, are all families charged the same amount regardless of income? ____ Yes ____ No
    b. If you charge a regular fee, how much is it and what is your fee structure?
    _____

    _____

    _____

13. Is your after-school program accredited by the National School-Age Care Alliance?
    ____ Yes ____ No

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